

NORTH CAROLINA ALIGNMENT FOR NIH SUPPLEMENT: THE SCIENCE OF MENTAL ILLNESS

| The Science of Mental Illness | | |
|--|------------------------|--|
| North Carolina Standard Course of Study – Science: Grades 6, 7, 8 | | |
| Lesson | Competency Goal | Description |
| 1, 2, 3 | 1.01 | Identify and create questions and hypotheses that can be answered through scientific investigations. |
| 1, 2, 3, 4 | 1.02 | Develop appropriate experimental procedures for: given questions and student generated questions. |
| 2, 3 | 1.04 | Analyze variables in scientific investigations: identify dependent and independent, use of a control, manipulate, describe relationships between, and define operationally. |
| 1, 2, 3, 4, 5 | 1.05 | Analyze evidence to: explain observations, make inferences and predictions, and develop the relationship between evidence and explanation. |
| 3 | 1.06 | Use mathematics to gather, organize, and present quantitative data resulting from scientific investigations: measurement, analysis of data, graphing, and prediction models. |
| 1, 2, 3, 4 | 1.07 | Prepare models and/or computer simulations to: test hypotheses and evaluate how data fit. |
| All lessons | 1.08 | Use oral and written language to: communicate findings and defend conclusions of scientific investigations. |
| 1, 2, 3, 5 | 1.09 | Use technologies and information systems to: research, gather and analyze data, visualize data, and disseminate findings to others. |
| 1, 4, 5 | 1.10 | Analyze and evaluate information from a scientifically literate viewpoint by reading, hearing, and/or viewing: scientific text, articles, and events in the popular press. |
| 1, 2, 3, 4 | 4.01 | Analyze how human body systems interact to provide for the needs of the human organism: immune and nervous system. (7) |
| All lessons | 4.05 | Analyze how an imbalance in homeostasis may result from a disruption in any human system. (7) |
| All lessons | 4.08 | Explain how understanding human body systems can help make informed decisions regarding health. (7) |
| 2, 3, 4, 5, 6 | 5.06 | Evaluate evidence that human characteristics are a product of inheritance, environmental factors, and lifestyle choices. (7) |
| 2, 3 | 7.02 | Describe diseases caused by microscopic biological hazards including: viruses, bacteria, parasites, contagions, and mutagens. (8) |

Source: <http://www.ncpublicschools.org/curriculum/ncscos>

All alignments are based on curriculum standards as of 08/06.

NORTH CAROLINA ALIGNMENT FOR NIH SUPPLEMENT: THE SCIENCE OF MENTAL ILLNESS

| North Carolina Standard Course of Study – Mathematics: Grades 6, 7, 8 | | |
|---|-----------------|---|
| Lesson | Competency Goal | Description |
| 3 | 1.02 | Develop fluency in addition, subtraction, multiplication, and division of non-negative rational numbers: analyze computational strategies, describe the effect of operations on size, estimate the results of computations, and judge the reasonableness of solutions. (7) |
| 3 | 1.02 | Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil. (8) |
| 3 | 1.03 | Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil. (7) |
| 3 | 1.04 | Develop fluency in addition, subtraction, multiplication, and division of non-negative rational numbers: analyze computational strategies, describe the effect of operations on size, estimate the results of computations, and judge the reasonableness of solutions. (6) |
| 3 | 1.07 | Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil. (6) |
| 2, 3, 4, 5 | 4.01 | Collect, organize, analyze, and display data to solve problems. (7 & 8) |
| 2, 3, 4 | 4.06 | Design and conduct experiments or surveys to solve problems; report and analyze results. (6) |
| North Carolina Standard Course of Study – English/Language Arts: Grades 6, 7, 8 | | |
| Lesson | Competency Goal | Description |
| All lessons | 1.03 | Interact appropriately in group settings by: listening attentively, showing empathy, contributing relevant comments connecting personal experiences to content, monitoring own understanding of the discussion and seeking clarification as needed (6), responding appropriately to comments and questions, offering personal opinions confidently without dominating, giving appropriate reasons that support opinions, soliciting and respecting another person's opinion (7), shares personal reactions to questions raised, gives reasons and cites examples from text in support of expressed opinions, and clarifies, illustrates, or expands on a response when asked to do so, and asks classmates for similar expansion. (8) |
| All lessons | 1.04 | Reflect on learning experiences by: describing personal learning growth and changes in perspective, identifying changes in self throughout the learning process, and interpreting how personal circumstances and background shape interaction with text. |

Source: <http://www.ncpublicschools.org/curriculum/ncscos>

All alignments are based on curriculum standards as of 08/06.

NORTH CAROLINA ALIGNMENT FOR NIH SUPPLEMENT: THE SCIENCE OF MENTAL ILLNESS

| | | |
|---|------------------------|--|
| All lessons | 3.02 | Explore and analyze the problem-solution process by: studying problems and solutions within various texts and situations, utilizing the problem-solution process within various contexts/situations, constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details, and recognizing and/or creating an organizing structure appropriate to purpose, audience, and context. (7 & 8) |
| All lessons | 3.03 | Evaluate and create arguments that persuade by: understanding the importance of the engagement of audience by establishing a context, creating a persona, and otherwise developing interest, noting and/or developing a controlling idea that makes a clear and knowledgeable judgment, arranging details, reasons, and examples effectively and persuasively, anticipating and addressing reader/listener concerns and counterarguments, and recognizing and/or creating an organizing structure appropriate to purpose, audience, and context. (7 & 8) |
| North Carolina Standard Course of Study – Healthful Living: Grades 6, 7, 8 | | |
| Lesson | Competency Goal | Description |
| All lessons | 1.01 | Use a structured thinking process to make decisions and solve problems. (6) |
| 4, 5 | 1.01 | Recognize the signs and symptoms of people who are in danger of hurting themselves or others. (7) |
| 2, 3, 4, 5 | 1.02 | Identify the causes, signs, and effects of depression and resources for help. (8) |
| 3, 4, 5 | 1.03 | Distinguish how and explain why emotions can change during adolescence. (7) |
| 2, 3, 5, 6 | 1.04 | Summarize the characteristics of a mentally and emotionally healthy person. (8) |
| 2 | 2.01 | Differentiate between communicable and chronic diseases. (6) |
| 3 | 2.06 | Appraise personal health status. (8) |
| All lessons | 3.02 | Demonstrate effective verbal and nonverbal communication skills. (6) |
| 3, 4, 5, 6 | 3.03 | Demonstrate ways to communicate care, consideration, and respect of self and others. (6) |
| All lessons | 10.03 | Utilize time effectively to complete assigned tasks. (6) |
| All lessons | 10.04 | Work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive activities. (6 & 8) |

Source: <http://www.ncpublicschools.org/curriculum/ncscos>

All alignments are based on curriculum standards as of 08/06.